

Diamond Hill Elementary

104 Lake Secession Rd.
Abbeville, SC 29620

Grades PK-7 Middle School

Enrollment 347 Students

Principal Todd Ramey 864-446-2600

Superintendent Dr. Ivan Randolph, Ph.D. 864-366-5427

Board Chair Dr. Allen Kolb 864-366-9094

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	12	27	3

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Good	Yes
2004	Good	Average	Yes
2005	Good	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	Yes

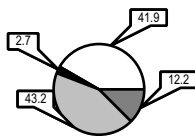
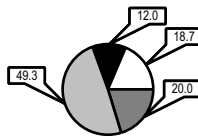
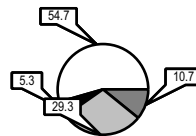
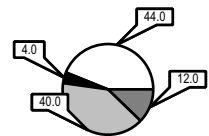
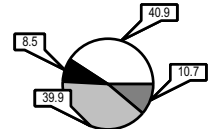
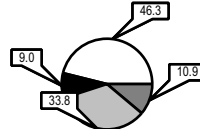
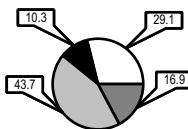
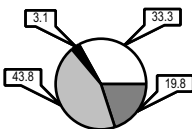
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	97.4
English 1	N/A	95.4
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	N/A	62.6
All Subjects	N/A	95.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	195	98.5	23.2	46.5	26.5	3.8	48.1	Yes	Yes
Gender									
Male	100	99.0	30.9	48.5	18.6	2.1	41.2	N/A	N/A
Female	95	97.9	14.8	44.3	35.2	5.7	55.7	N/A	N/A
Racial/Ethnic Group									
White	173	98.3	20.6	46.7	28.5	4.2	50.9	Yes	Yes
African American	22	100.0	45.0	45.0	10.0	0.0	25.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	166	100.0	19.4	47.5	28.8	4.4	51.3	N/A	N/A
Disabled	29	89.7	48.0	40.0	12.0	0.0	28.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	195	98.5	23.2	46.5	26.5	3.8	48.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	98.4	23.6	45.6	26.9	3.8	48.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	101	99.0	24.5	52.1	23.4	0.0	43.6	Yes	Yes
Full-pay meals	94	97.9	22.0	40.7	29.7	7.7	52.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	195	99.0	11.8	46.8	24.2	17.2	59.1	Yes	Yes
Gender									
Male	100	100.0	13.3	49.0	20.4	17.3	54.1	N/A	N/A
Female	95	97.9	10.2	44.3	28.4	17.0	64.8	N/A	N/A
Racial/Ethnic Group									
White	173	98.8	9.6	47.0	24.7	18.7	61.4	Yes	Yes
African American	22	100.0	30.0	45.0	20.0	5.0	40.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	166	100.0	6.9	46.9	26.9	19.4	64.4	N/A	N/A
Disabled	29	93.1	42.3	46.2	7.7	3.8	26.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	195	99.0	11.8	46.8	24.2	17.2	59.1	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	99.0	12.0	47.5	23.5	16.9	58.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	101	99.0	12.8	48.9	22.3	16.0	52.1	Yes	Yes
Full-pay meals	94	98.9	10.9	44.6	26.1	18.5	66.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	195	99.0	33.2	35.3	17.1	14.4	31.6
Gender							
Male	100	100.0	32.7	36.7	19.4	11.2	30.6
Female	95	97.9	33.7	33.7	14.6	18.0	32.6
Racial/Ethnic Group							
White	173	98.8	29.3	35.9	19.2	15.6	34.7
African American	22	100.0	65.0	30.0	0.0	5.0	5.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	166	99.4	29.6	35.2	18.9	16.4	35.2
Disabled	29	96.6	53.6	35.7	7.1	3.6	10.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	195	99.0	33.2	35.3	17.1	14.4	31.6
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	99.0	33.2	35.3	16.8	14.7	31.5
Socio-Economic Status							
Subsidized meals	101	99.0	35.8	33.7	15.8	14.7	30.5
Full-pay meals	94	98.9	30.4	37.0	18.5	14.1	32.6

Social Studies							
All Students	195	99.0	31.6	44.9	13.4	10.2	23.5
Gender							
Male	100	100.0	30.6	44.9	15.3	9.2	24.5
Female	95	97.9	32.6	44.9	11.2	11.2	22.5
Racial/Ethnic Group							
White	173	98.8	29.9	46.7	13.8	9.6	23.4
African American	22	100.0	45.0	30.0	10.0	15.0	25.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	166	99.4	28.9	44.7	14.5	11.9	26.4
Disabled	29	96.6	46.4	46.4	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	195	99.0	31.6	44.9	13.4	10.2	23.5
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	192	99.0	31.0	45.7	13.0	10.3	23.4
Socio-Economic Status							
Subsidized meals	101	99.0	31.6	46.3	11.6	10.5	22.1
Full-pay meals	94	98.9	31.5	43.5	15.2	9.8	25.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	33	100.0	0.0	23.3	63.3	13.3	76.7
	4	49	100.0	9.5	57.1	33.3	0.0	33.3
	5	42	100.0	26.8	39.0	31.7	2.4	34.1
	6	39	100.0	34.2	42.1	18.4	5.3	23.7
	7	42	100.0	21.2	66.7	9.1	3.0	12.1
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	41	97.6	5.3	52.6	34.2	7.9	42.1
	4	31	100.0	10.0	40.0	43.3	6.7	50.0
	5	46	97.8	18.2	50.0	31.8	0.0	31.8
	6	39	97.4	47.4	36.8	13.2	2.6	15.8
	7	38	100.0	34.3	51.4	11.4	2.9	14.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	33	100.0	0.0	23.3	26.7	50.0	76.7
	4	49	100.0	16.7	26.2	33.3	23.8	57.1
	5	42	100.0	19.5	51.2	12.2	17.1	29.3
	6	39	100.0	15.8	50.0	23.7	10.5	34.2
	7	42	100.0	18.2	36.4	27.3	18.2	45.5
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	41	97.6	0.0	65.8	26.3	7.9	34.2
	4	31	100.0	6.7	16.7	43.3	33.3	76.7
	5	46	97.8	15.9	45.5	15.9	22.7	38.6
	6	39	100.0	23.1	53.8	10.3	12.8	23.1
	7	38	100.0	11.4	45.7	31.4	11.4	42.9
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	33	100.0	0.0	20.0	33.3	46.7	80.0
	4	49	100.0	19.0	40.5	26.2	14.3	40.5
	5	42	100.0	48.8	31.7	17.1	2.4	19.5
	6	39	100.0	50.0	28.9	13.2	7.9	21.1
	7	42	100.0	33.3	45.5	12.1	9.1	21.2
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	41	100.0	12.8	48.7	20.5	17.9	38.5
	4	31	100.0	10.0	36.7	23.3	30.0	53.3
	5	46	95.7	31.8	31.8	20.5	15.9	36.4
	6	39	100.0	64.1	17.9	10.3	7.7	17.9
	7	38	100.0	42.9	42.9	11.4	2.9	14.3
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	33	100.0	0.0	50.0	36.7	13.3	50.0
	4	49	100.0	11.9	35.7	33.3	19.0	52.4
	5	42	100.0	41.5	34.1	12.2	12.2	24.4
	6	39	100.0	47.4	39.5	7.9	5.3	13.2
	7	42	100.0	42.4	42.4	12.1	3.0	15.2
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	41	100.0	17.9	56.4	20.5	5.1	25.6
	4	31	100.0	13.3	33.3	13.3	40.0	53.3
	5	46	95.7	36.4	50.0	9.1	4.5	13.6
	6	39	100.0	43.6	33.3	20.5	2.6	23.1
	7	38	100.0	42.9	48.6	2.9	5.7	8.6
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 347)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	15.0%	16.7%
Retention rate	3.1%	Up from 3.0%	2.5%	2.5%
Attendance rate	95.7%	Up from 95.6%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%	Down from 3.4%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	1.0%	Down from 2.9%	0.2%	1.0%
Eligible for gifted and talented	16.2%	Down from 18.4%	15.8%	15.6%
On academic plans	41.7%	N/AV	45.6%	39.9%
On academic probation	35.5%	N/AV	0.6%	0.7%
With disabilities other than speech	7.4%	Down from 10.1%	13.4%	12.4%
Older than usual for grade	1.2%	Down from 1.5%	4.6%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 22)				
Teachers with advanced degrees	40.9%	Up from 26.1%	48.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	10.0%	N/A	7.5%	9.1%
Teachers with emergency or provisional certificates	5.3%	Up from 0.0%	5.4%	5.6%
Teachers returning from previous year	87.0%	Up from 80.3%	83.4%	84.6%
Teacher attendance rate	91.7%	Down from 93.6%	95.0%	94.8%
Average teacher salary	\$40,253	Up 4.2%	\$41,281	\$42,267
Prof. development days/teacher	6.4 days	Down from 7.0 days	12.7 days	11.9 days
School				
Principal's years at school	1.0	Up from 0.0	3.0	3.0
Student-teacher ratio in core subjects	19.4 to 1	Up from 18.9 to 1	20.4 to 1	21.1 to 1
Prime instructional time	86.2%	Down from 87.9%	89.1%	89.0%
Dollars spent per pupil*	\$5,697	Down 2.4%	\$6,034	\$6,243
Percent of expenditures for teacher salaries*	63.5%	Down from 64.0%	61.0%	59.8%
Percent of expenditures for instruction*	66.6%		66.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.6%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Diamond Hill Elementary School is a rural school with a population of approximately 350 students in grades PK through seven. The mission of our school is, "Challenging students every day to be a shining success in school and in life."

Our School Improvement Council works with the Diamond Hill PTO to try to improve the environment and education of our children. With new Physical Education guidelines being implemented, these organizations have placed an emphasis on our recreational facilities. We will continue to make improvements to our playground and activity areas so that our children's physical fitness is a priority.

Our plan for school-wide reform was designed to develop critical thinking skills, integrated communication skills, active student participation in school and community activities, uniqueness of individuals, and lifelong learning. We strive to both strengthen and accelerate student learning in the areas of reading, mathematics, science, and social studies. We will implement effective interventions to enhance the daily learning environment for all students, as well as build a positive climate for their success. At Diamond Hill Elementary, we believe that the most powerful learning comes when children develop a true understanding of concepts through higher order thinking associated with various fields of inquiry and self-monitoring of their thinking.

Mr. Todd Ramey, Principal

Mr. Darren Gray, Chairman, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	43	26
Percent satisfied with learning environment	100.0%	76.7%	84.6%
Percent satisfied with social and physical environment	100.0%	74.4%	76.9%
Percent satisfied with school-home relations	85.7%	88.4%	84.6%

*Only students at the highest middle school grade level at this school and their parents were included.